MICHIGAN
Department of
Education

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OF PUBLIC INSTRUCTION

Assessment ● Accountability ● Accreditation ™

Office of Educational Assessment & Accountability

Fall 2005 MEAP Writing

Standard Setting Performance Level Descriptors (PLDs)

There are four Performance Levels in writing:

(1) Exceeded the Standards
(2) Met the Standards
(3) Basic
(4) Apprentice

The Standard Setting PLDs define in detail what students at each grade and performance level should know and be able to do in relation to the Michigan Writing Grade Level Content Expectations (GLCEs).

In September 2005, groups of Michigan educators were brought together to develop these PLDs, taking into account both the curriculum framework and the writing assessments themselves. In January 2006, the PLDs were used by Michigan educators, parents, and community members to determine recommended cut scores between the performance levels. The recommended cut scores were formally adopted by the Michigan State Board of Education in January 2006.

In this document, only the first three levels are defined explicitly. The fourth level (*apprentice*) is defined as not meeting the requirements for the *basic* level.

The PLDs are presented in two ways:

1. Within grade level across performance levels—this presentation shows how performance progresses from one performance level to the next within each grade.

2. Within performance level across grades—this presentation shows how student performance progresses from one grade to another within each performance level.

You may note that in writing, some of the skills described do not change much over grade level. This is because the skills themselves do not change, but the materials they are based on increase in complexity consistent with the materials students in each grade level are expected to produce.

The Writing MEAP was given in the Fall in grades 3-8, and measured the writing knowledge and skills expected at the end of grades 2-7.

MEAP Writing Grade 3 Performance Level Descriptors (Across Performance Levels)
(Addresses Grade 2 Knowledge and Skills)

Basic (Level 3)	Met (Level 2)	Exceeded (Level 1)
Attempts to focus on one central idea with limited, general, and/or vague details.	Constructs a narrative or informational piece with one central idea and develops it with relevant supporting details.	Constructs a narrative or informational piece that focuses on one central idea and develops it with relevant supporting details.
Attempts to organize may be artificial and/or only partially effective.	Uses organization to support connections between ideas.	Generates an exceptionally clear, well organized, and coherent text.
Shows limited control of language and conventions that may interfere with meaning.	Recognizes and uses grade-level appropriate conventions that minimally distract from meaning.	Recognizes and uses language and conventions that enhance meaning.
Attempts to express individual style may seem forced or artificial.	May express individual style.	Expresses authentic individual style.
Shows minimal consideration of purpose and audience.	Shows some consideration of purpose and audience.	Shows consideration of audience when writing for a specific purpose.
Demonstrates minimal awareness of grade level writing content, process, and conventions with vague, general, or ineffective responses to the writing of peers.	Demonstrates awareness of grade level writing content, process, and conventions by appropriately assessing and responding to the writing of peers.	Effectively reflects understanding of grade level writing content, process, and conventions by appropriately assessing and responding to the writing of peers.

MEAP Writing Grade 4 Performance Level Descriptors (Across Performance Levels)
(Addresses Grade 3 Knowledge and Skills)

Basic (Level 3)	Met (Level 2)	Exceeded (Level 1)
Attempts to focus on one central idea with limited, general, and/or vague details.	Constructs a narrative or informational piece with one central idea and develops it with relevant supporting details.	Constructs a focused narrative or informational piece with one central idea and develops it with relevant supporting details.
Attempts to organize may be artificial and/or only partially effective.	Uses organization to support connections between ideas.	Generates an exceptionally clear, well organized, and coherent text.
Shows limited control of language and conventions that may interfere with meaning.	Recognizes and uses grade-level appropriate conventions that minimally distract from meaning.	Recognizes and uses language and conventions that enhance meaning.
Attempts to express individual style may seem forced or artificial.	May express individual style.	Expresses authentic individual style.
Shows minimal consideration of purpose and audience.	Shows some consideration of purpose and audience.	Shows consideration of audience when writing for a specific purpose.
Demonstrates minimal awareness of grade level writing content, process, and conventions with vague, general, or ineffective responses to the writing of peers.	Demonstrates awareness of grade level writing content, process, and conventions by appropriately assessing and responding to the writing of peers.	Effectively reflects understanding of grade level writing content, process, and conventions by appropriately assessing and responding to the writing of peers.

MEAP Writing Grade 5 Performance Level Descriptors (Across Performance Levels)
(Addresses Grade 4 Knowledge and Skills)

Basic (Level 3)	Met (Level 2)	Exceeded (Level 1)
Attempts to focus on one central idea with limited, general, and/or vague details.	Constructs a narrative or informational piece with one central idea and develops it with relevant supporting details.	Constructs an exceptionally clear narrative or informational text that focuses on one central idea and fully develops it with relevant supporting details.
Attempts to organize may be artificial and/or only partially effective.	Demonstrates control over organization to support connections between ideas.	Organizes and arranges response in a coherent manner that moves the reader through the text.
Shows limited control of language and conventions that may interfere with meaning.	Recognizes and uses grade-level appropriate conventions that minimally distract from meaning.	Recognizes and uses language and conventions that enhance meaning.
Attempts to express individual style may seem forced or artificial.	May express individual style.	Expresses authentic individual style.
Shows minimal consideration of purpose and audience.	Shows some consideration of purpose and audience.	Shows clear understanding of purpose and audience.
Demonstrates minimal awareness of grade level writing content, process, and conventions with vague, general, or ineffective responses to the writing of peers.	Demonstrates awareness of grade level writing content, process, and conventions by appropriately assessing and responding to the writing of peers.	Effectively reflects understanding of grade level writing content, process, and conventions by appropriately assessing and responding to the writing of peers.

MEAP Writing Grade 6 Performance Level Descriptors (Across Performance Levels)
(Addresses Grade 5 Knowledge and Skills)

Basic (Level 3)	Met (Level 2)	Exceeded (Level 1)
Attempts to focus on one central idea with limited, general, and/or vague details.	Constructs a narrative or informational piece with one central idea and develops it with relevant supporting details.	Constructs an exceptionally clear narrative or informational text that focuses on one central idea and fully develops it with relevant supporting details.
Attempts to organize may be artificial and/or only partially effective.	Demonstrates control over organization to support connections between ideas.	Organizes and arranges response in a coherent manner that moves the reader through the text.
Shows limited control of language and conventions that may interfere with meaning.	Recognizes and uses grade-level appropriate conventions that minimally distract from meaning.	Recognizes and uses language and conventions that enhance meaning and result in a compelling piece of writing.
Attempts to express individual style may seem forced or artificial.	May express individual style.	Expresses authentic individual style.
Shows minimal consideration of purpose and audience.	Shows some consideration of purpose and audience.	Shows clear understanding of purpose and audience.
Demonstrates minimal awareness of grade level writing content, process, and conventions with vague, general, or ineffective responses to the writing of peers.	Demonstrates awareness of grade level writing content, process, and conventions by appropriately assessing and responding to the writing of peers.	Effectively reflects understanding of grade level writing content, process, and conventions by appropriately assessing and responding to the writing of peers.

MEAP Writing Grade 7 Performance Level Descriptors (Across Performance Levels)
(Addresses Grade 6 Knowledge and Skills)

Basic (Level 3)	Met (Level 2)	Exceeded (Level 1)
Attempts to focus on one central idea with limited, general, and/or vague details. Attempts to organize may be artificial and/or only partially effective.	Develops a clear and cohesive narrative or informational text with relevant supporting details. Demonstrates control over organization to support connections between ideas.	Develops an exceptionally clear and thorough informational text or a compelling, cohesive narrative text. Controls organization to move the reader smoothly and naturally through the text.
Shows limited control of language and conventions that may interfere with meaning. Attempts to express individual style may seem forced or artificial.	Recognizes and uses grade-level appropriate conventions that minimally distract from meaning. May express individual style.	Recognizes and intentionally crafts language, conventions, and grammatical structures that enhance meaning and result in a compelling piece of writing. Expresses authentic individual style.
Shows minimal consideration of purpose and audience.	Shows some consideration of purpose and audience.	Shows clear understanding of purpose and audience.
Demonstrates minimal awareness of grade level writing content, process, and conventions with vague, general, or ineffective responses to the writing of peers.	Demonstrates awareness of grade level writing content, process, and conventions by appropriately assessing and responding to the writing of peers.	Effectively reflects understanding of grade level writing content, process, and conventions by appropriately assessing and responding to the writing of peers.

MEAP Writing Grade 8 Performance Level Descriptors (Across Performance Levels)
(Addresses Grade 7 Knowledge and Skills)

Basic (Level 3)	Met (Level 2)	Exceeded (Level 1)
Attempts to focus on one central idea with limited, general, and/or vague details.

Attempts to organize may be artificial and/or only partially effective. | Develops a clear and cohesive narrative or informational text with relevant supporting details.

Demonstrates control over organization to support connections between ideas. | Develops an exceptionally clear and thorough informational text or a compelling, cohesive narrative text.

Controls organization to move the reader smoothly and naturally through the text. |
| Shows limited control of language and conventions that may interfere with meaning.

Attempts to express individual style may seem forced or artificial. | Recognizes and uses grade-level appropriate conventions that minimally distract from meaning.

May express individual style. | Recognizes and intentionally crafts language, conventions, and grammatical structures that enhance meaning and result in a compelling piece of writing.

Expresses authentic individual style. |
| Shows minimal consideration of purpose and audience. | Shows some consideration of purpose and audience. | Shows clear understanding of purpose and audience. |
| Demonstrates minimal awareness of grade level writing content, process, and conventions with vague, general, or ineffective responses to the writing of peers. | Demonstrates awareness of grade level writing content, process, and conventions by appropriately assessing and responding to the writing of peers. | Effectively reflects understanding of grade level writing content, process, and conventions by appropriately assessing and responding to the writing of peers. |

MEAP Writing "Met Standards" Performance Level Descriptors (Across Grades 3-8)
(Addresses Grades 2-7 Knowledge and Skills)

In Grade 3:	In Grade 4:	In Grade 5:	In Grade 6:	In Grade 7:	In Grade 8:
Constructs a narrative or informational piece with one central idea and develops it with relevant supporting details. Uses organization to support connections between ideas.	Constructs a narrative or informational piece with one central idea and develops it with relevant supporting details. Uses organization to support connections between ideas.	Constructs a narrative or informational piece with one central idea and develops it with relevant supporting details. Demonstrates control over organization to support connections between ideas.	Constructs a narrative or informational piece with one central idea and develops it with relevant supporting details. Demonstrates control over organization to support connections between ideas.	Develops a clear and cohesive narrative or informational text with relevant supporting details. Demonstrates control over organization to support connections between ideas.	Develops a clear and cohesive narrative or informational text with relevant supporting details. Demonstrates control over organization to support connections between ideas.
Recognizes and uses grade-level appropriate conventions that minimally distract from meaning. May express individual style.	Recognizes and uses grade-level appropriate conventions that minimally distract from meaning. May express individual style.	Recognizes and uses grade-level appropriate conventions that minimally distract from meaning. May express individual style.	Recognizes and uses grade-level appropriate conventions that minimally distract from meaning. May express individual style.	Recognizes and uses grade-level appropriate conventions that minimally distract from meaning. May express individual style.	Recognizes and uses grade-level appropriate conventions that minimally distract from meaning. May express individual style.
Shows some consideration of purpose and audience.	Shows some consideration of purpose and audience.	Shows some consideration of purpose and audience.	Shows some consideration of purpose and audience.	Shows some consideration of purpose and audience.	Shows some consideration of purpose and audience.
Demonstrates awareness of grade level writing content, process, and conventions by appropriately assessing and responding to the writing of peers.	Demonstrates awareness of grade level writing content, process, and conventions by appropriately assessing and responding to the writing of peers.	Demonstrates awareness of grade level writing content, process, and conventions by appropriately assessing and responding to the writing of peers.	Demonstrates awareness of grade level writing content, process, and conventions by appropriately assessing and responding to the writing of peers.	Demonstrates awareness of grade level writing content, process, and conventions by appropriately assessing and responding to the writing of peers.	Demonstrates awareness of grade level writing content, process, and conventions by appropriately assessing and responding to the writing of peers.

In Grade 3:	In Grade 4:	In Grade 5:	In Grade 6:	In Grade 7:	In Grade 8:
Constructs a narrative or informational piece that focuses on one central idea and develops it with relevant supporting details.	Constructs a focused narrative or informational piece with one central idea and develops it with relevant supporting details.	Constructs an exceptionally clear narrative or informational text that focuses on one central idea and fully develops it with relevant supporting details.	Constructs an exceptionally clear narrative or informational text that focuses on one central idea and fully develops it with relevant supporting details.	Develops an exceptionally clear and thorough informational text or a compelling, cohesive narrative text.	Develops an exceptionally clear and thorough informational text or a compelling, cohesive narrative text.
Generates an exceptionally clear, well organized, and coherent text.	Generates an exceptionally clear, well organized, and coherent text.	Organizes and arranges response in a coherent manner that moves the reader through the text.	Organizes and arranges response in a coherent manner that moves the reader through the text.	Controls organization to move the reader smoothly and naturally through the text.	Controls organization to move the reader smoothly and naturally through the text.
Recognizes and uses language and conventions that enhance meaning.	Recognizes and uses language and conventions that enhance meaning.	Recognizes and uses language and conventions that enhance meaning.	Recognizes and uses language and conventions that enhance meaning and result in a compelling piece of writing.	Recognizes and intentionally crafts language, conventions, and grammatical structures that enhance meaning and result in a compelling piece of writing.	Recognizes and intentionally crafts language, conventions, and grammatical structures that enhance meaning and result in a compelling piece of writing.
Expresses authentic individual style.	Expresses authentic individual style.	Expresses authentic individual style.	Expresses authentic individual style.	Expresses authentic individual style.	Expresses authentic individual style.
Shows consideration of audience when writing for a specific purpose.	Shows consideration of audience when writing for a specific purpose.	Shows clear understanding of purpose and audience.	Shows clear understanding of purpose and audience.	Shows clear understanding of purpose and audience.	Shows clear understanding of purpose and audience.
Effectively reflects understanding of grade level writing content, process, and conventions by appropriately assessing and responding to the writing of peers.	Effectively reflects understanding of grade level writing content, process, and conventions by appropriately assessing and responding to the writing of peers.	Effectively reflects understanding of grade level writing content, process, and conventions by appropriately assessing and responding to the writing of peers.	Effectively reflects understanding of grade level writing content, process, and conventions by appropriately assessing and responding to the writing of peers.	Effectively reflects understanding of grade level writing content, process, and conventions by appropriately assessing and responding to the writing of peers.	Effectively reflects understanding of grade level writing content, process, and conventions by appropriately assessing and responding to the writing of peers.

MEAP Writing "Basic" Performance Level Descriptors (Across Grades 3-8)
(Addresses Grades 2-7 Knowledge and Skills)

In Grade 3:	In Grade 4:	In Grade 5:	In Grade 6:	In Grade 7:	In Grade 8:
Attempts to focus on one central idea with limited, general, and/or vague details.	Attempts to focus on one central idea with limited, general, and/or vague details.	Attempts to focus on one central idea with limited, general, and/or vague details.	Attempts to focus on one central idea with limited, general, and/or vague details.	Attempts to focus on one central idea with limited, general, and/or vague details.	Attempts to focus on one central idea with limited, general, and/or vague details.
Attempts to organize may be artificial and/or only partially effective.	Attempts to organize may be artificial and/or only partially effective.	Attempts to organize may be artificial and/or only partially effective.	Attempts to organize may be artificial and/or only partially effective.	Attempts to organize may be artificial and/or only partially effective.	Attempts to organize may be artificial and/or only partially effective.
Shows limited control of language and conventions that may interfere with meaning.	Shows limited control of language and conventions that may interfere with meaning.	Shows limited control of language and conventions that may interfere with meaning.	Shows limited control of language and conventions that may interfere with meaning.	Shows limited control of language and conventions that may interfere with meaning.	Shows limited control of language and conventions that may interfere with meaning.
Attempts to express individual style may seem forced or artificial.	Attempts to express individual style may seem forced or artificial.	Attempts to express individual style may seem forced or artificial.	Attempts to express individual style may seem forced or artificial.	Attempts to express individual style may seem forced or artificial.	Attempts to express individual style may seem forced or artificial.
Shows minimal consideration of purpose and audience.	Shows minimal consideration of purpose and audience.	Shows minimal consideration of purpose and audience.	Shows minimal consideration of purpose and audience.	Shows minimal consideration of purpose and audience.	Shows minimal consideration of purpose and audience.
Demonstrates minimal awareness of grade level writing content, process, and conventions with vague, general, or ineffective responses to the writing of peers.	Demonstrates minimal awareness of grade level writing content, process, and conventions with vague, general, or ineffective responses to the writing of peers.	Demonstrates minimal awareness of grade level writing content, process, and conventions with vague, general, or ineffective responses to the writing of peers.	Demonstrates minimal awareness of grade level writing content, process, and conventions with vague, general, or ineffective responses to the writing of peers.	Demonstrates minimal awareness of grade level writing content, process, and conventions with vague, general, or ineffective responses to the writing of peers.	Demonstrates minimal awareness of grade level writing content, process, and conventions with vague, general, or ineffective responses to the writing of peers.